

Education-1927

Federal Aid for

THE SMITH-HUGHES ACT.

The recent presentation to the state of Georgia of the pen used by the late President Wilson in signing the Smith-Hughes vocational education bill was a real contribution to the priceless treasures of the commonwealth accumulated in its department of archives and history. It also accentuates interest in one of the most important and far-reaching acts of congress in recent generations, and in the great services of two Georgia statesmen, one of whom—former Congressman Dudley M. Hughes—died on the 20th of January last.

The pen was given to Congressman Hughes by President Wilson. Shortly before his death he expressed the desire to present the pen to the state on account of the historical interest attached to it, and gave it to Paul W. Chapman with instructions that a silver engraved plate, giving the significant facts relative to the pen, be prepared and attached to the case in which the pen is enclosed so that it might be presented on February 23, 1927, the tenth anniversary of the passage of the act.

In making the presentation Mr. Chapman, who is Georgia state director of vocational education, stated that the act made provisions for the development of a nation-wide program of vocational education, and for the first time in the history of the country made federal funds available for use in the public schools of less than college grade.

He also stated that during the present year one million persons are receiving some form of vocational training in classes that are subsidized from Smith-Hughes funds.

Georgia has already received more than one million dollars in federal funds under the terms of the act and has spent this money, under the direction of the state board for vocational education, in the schools of the state that are offering vocational training courses.

No greater or more constructive piece of educational legislation was ever passed by the congress of the United States.

Jackson, Miss., News

AUG 16 1927  
1927

## NEGRO AGGIE TEACHERS IN STATE CONFERENCE

### Vocational Instruction Is Given Instructors At A. & M. Meet

STARKVILLE, Aug. 16—The vocational negro teachers' conference has started at the Starkville colored school. Fifteen Smith-Hughes teachers from all parts of North Mississippi are assembled for a six-day working conference.

A great deal of stress has been given adult education during the past few years, especially in the Smith-Hughes work. Adult education in vocational agricultural work is called evening class work. The farmer is met and interested in some definite problem. All the farmers that have mutual problems meet together at some convenient place and learn to solve their problem under the Smith-Hughes agricultural teacher, who presents the facts as set up by the experiment stations of that state.

After these farmers have satisfied themselves in regard to this particular problem they go back to their farms and put the improved practice that they have learned at the evening class into practice under the supervision of the agricultural teacher. Many of the negro agricultural teachers have never carried on any of this work because of lack of training in doing this particular kind of work.

In order to give the teachers the proper kind of training at the conference the entire week will be given over to actually carrying on evening classes among the negro farmers in the vicinity of Starkville and making surveys for the purpose of working out farming and community programs and courses of study for the year's work. It is expected to have a great deal to do with promoting evening classes and survey work in the communities that are represented by the teachers present.

D. V. Stapleton, A. and M. College, and C. O. Anderson, Jackson, state supervisors, and Prof. P. S.

Bowles, negro teacher trainer, Alcorn College, are on the job carrying out the program as outlined above. Dr. H. O. Sargent, federal agent for negro vocational education in the South, is expected to arrive from Washington, D. C., on Thursday and spend Thursday and Friday with the conferees

Education-1927

High Schools.

Union Springs, Ala.,  
Herald

MAR 3 1927

## BULLOCK COUNTY NEGRO SCHOOLS HAVE FIELD DAY

Program Includes Addresses by County Board Member

Field Day for Bullock County Negro schools was held here Friday, the schools of the county assembling at the Union Springs High School for Negroes. A program was rendered in the morning, when Hon. R. E. L. Cope, president of the county board of education, spoke along the lines of progress in educational work among the negroes in the county.

Mr. E. S. Pugh, superintendent of the Union Springs public schools, and Mrs. Mabel L. Feagin, county home demonstration agent, also gave short talks expressing commendation and encouragement.

The meeting was presided over by Lula B. Fisher, Jeanes Supervisor, who in the midst of the program, presented Dr. J. H. L. Smith, who in turn presented Dr. H. Council Trenholm, president of the State Normal at Montgomery, who conducted a short memorial service in honor of the memory of Mr. F. B. Haynes. Dr. Trenholm paid a beautiful tribute to the life of Mr. Haynes, whose efficient service during his twelve years administration had meant so much for the uplift and good of the colored race.

There was a report of the work done among the negroes for the removal of illiteracy.

Alabama.

Birmingham, Ala., Ago-Herald

Union Springs, Ala., Herald

which indicated that slowly but surely good was resulting from their efforts.

The industrial exhibit, representing the work of forty-three schools, made a most creditable showing, the sewing, maps, basketry, handcraft, canning and preserving, etc., showing splendid efforts along these lines. Six girls from the Post Oak junior high completed Unit I in the course of sewing, which entitles them to a certificate to a course in another branch of Home Economics.

The afternoon was given over to sports and field contests. It was estimated that more than a thousand people were in attendance.

## BULLOCK COUNTY NEGRO SCHOOLS STAGE FIELD DAY

Program Includes Addresses by County Board Member

UNION SPRINGS, ALA., Feb. 21.—Special to THE ADVERTISER.—Field day for Bullock county negro schools was held here today, the schools of the county assembling at the Union Springs High school for negroes. A

program was rendered in the morning when R. E. L. Cope, president of the county board of education, spoke along the lines of progress in educational work among the negroes in the county.

E. S. Pugh, superintendent of the Union Springs public schools, and Mrs. Mabel L. Feagin, county home demonstration agent, also gave short talks expressing commendation and encouragement.

There was a report of the work done among the negroes for the removal of illiteracy which indicated that slowly but surely good was resulting from their efforts. The afternoon was given over to sports and field contests. It was estimated that more than a thousand people were in attendance.

JUL 23 1927  
CONTRACT LET

## Work To Start Soon On Negro High School

Contract for the building of the Fairfield Negro Junior High School was let to the Blalock Construction Company Friday. Work will begin Aug. 1. and completion is expected by the opening of school.

The plans call for a one-story frame structure. Special rooms for home economics and manual training departments will be provided and modern equipment will be installed.

The school is located at Inter-Urban Heights. Denham, VanKeuren, Denham are the architects.

Anniston, Ala., Star

## JUL 10 1927 NEGRO HIGH SCHOOL GETS LABORATORY

### Biological Experimental Equipment Installed At South Highland

A biological laboratory is now being installed at the South Highland High school, and other improvements are being made for the opening of the next session, which begins on September 1.

Last year, laboratories for physics and chemistry experiments were installed. In addition to the new laboratory this year, the library has

been extended to three thousand volumes for reference and reading. With the exception of one man, all male members of the faculty hold degrees from colleges.

The following is the faculty for 1927-28:

A. W. Rice, A. B., A. M., S. T. B., Lincoln University, Pa., mathematics; J. W. Holloway, A. B., B. D., Fisk University, Nashville, Tenn., English, history and modern languages; W. V. Joyner, A. B., Lincoln University, Pa., sciences; Milton Alexander Yongue, A. B., Lincoln University, Pa., education and Latin; W. T. Jackson, instructor in brick masonry bricklaying and cement finishing; G. R. Merlalla, Spelman College, Atlanta, Ga.; Carrie Meredith, Swift Memorial College, Rogersville, Tenn.; Mary J. Mack, Scotia College, Concord, N. C.; M. M. Rice, Scotia College, Concord, N. C.

SEP 22 1927

## COLORED HIGH SCHOOL OPENS YEAR'S SESSION

The fall term of the Union Springs High School (Colored) began Monday, September 19th. More than five hundred people witnessed the opening exercises, which were featured by short talks from the Board of Trustees and Faculty.

The people pledged Rev. W. A. Reid, of Columbus, Ga., the newly elected Principal, their unstinted support. At this meeting \$150.00 was raised for the work, and 103 new pupils enrolled.

With the able corps of teachers at Union Springs High School, and the support pledged by the community, it is predicted that a most prosperous year's work is before us.

Education - 1927

High Schools

D.C.

# HIGH SCHOOL CADETS GIVEN COMMISSIONS AT HOWARD STADIUM

Commissions were presented to the officers of the Twenty-fourth Regiment, High School Cadets, at Howard University Stadium on Monday afternoon at 3 o'clock. Colonel Isaac C. Jenks, of Staff, Third Corps Area, reviewed the cadets and presented the commissions to the officers. Lieutenant Colonel Clarence M. Deems, Jr., R.O.T.C. officer, Third Corps Area accompanied Colonel Jenks.

In presenting the commissions Colonel Jenks stressed the value of military training in the building of manhood and the preparation for American citizenship. He stated that the acceptance of a commission or a warrant is an assumption of responsibility, that the responsibility of an officer does not end with the calling of commands and the dismissal of the company but that the officers are leaders in the broadest sense of the term. The Colonel gave a word of advice and congratulation to each officer as he passed to receive his commission. Colonel Jenks commanded H Company, 25th Infantry, U.S.A., for more than twenty years.

Lieutenant Colonel C. E. N. Howard, P.M.S. and T. Howard University and his assistants, Captain Rathborne and Captain Burns were in the reviewing party.

#### Receiving Staff

Others in the reviewing party were Garnet C. Wilkinson, first assistant superintendent of schools; Dr. Emmett J. Scott, secretary-treasurer of Howard University; Dr. J. H. Johnson and Rev. F. I. A.

Bennett, members of the Board of Education; Dr. W. S. Montgomery, former assistant superintendent of schools; W. L. Smith, principal of Dunbar High School; G. D. Houston, principal of Armstrong Technical High School; E. A. Clark, assistant superintendent of schools; Captain Arthur C. Newman, D.C. N.G., P.M.S. and T.; Major H. J. Atwood, R.C.; Warrant Officer, Edward ~~John~~ U.S.A., Master Sergeant John Robinson, U.S.A., and L. B. Muse.

#### Received Commissions

The officers receiving commissions were, Lieutenant Colonel Wilder P. Montgomery; Captain and Regimental Adjutant Luther G. Sadgwar; Captain and Regimental Supply Officer Cicero Sims; Major Talbert Dowling, Jr.; First Lieutenant and Adjutant Henri L. Bailey, Jr.; Second Lieutenant and S. O. Garland R. Brown; Captain Harry M. Landers; First Lieutenant Lawrence Howard; Second Lieutenant Joseph Drew.



Education-1927

High Schools.

Delaware

## LAY CORNERSTONE OF \$700,000 DEL. SCHOOL

WILMINGTON, Del., April 13.—Cornerstone for the new \$700,000 Howard High School given to the colored citizens here by Pierre S. DuPont, President of the Service Citizens, Inc., yesterday Wednesday afternoon.

Dr. Mordecai W. Johnson, president of Howard University, was principal speaker at the corner stone laying. He praised the magnanimity of the capitalist who gave such a wonderful institution of learning to the city.

## CORNERSTONE LAID FOR NEW \$700,000 HOWARD HIGH SCHOOL, GIFT OF PIERRE S. DUPONT--HOW- ARD PRESIDENT. THE ORATOR

Wilmington, Del., April 5.—Lauding Pierre S. duPont, president of the Service Citizens, Inc., as a citizen who sees ahead of his time and one who is solving the race problem, the Rev. Mordecai W. Johnson, D. D., president of Howard University, Washington, held the attention of nearly one thousand men, women and children despite the rain at the laying of the cornerstone of the new Howard High School last Wednesday afternoon. While the rain fell steadily, the site of the new school at Thirteenth and Poplar streets and the streets about the school for some distance, were jammed by a mass of humanity, many of whom were unable to get within hearing distance of the speakers' stand erected under a canvas covering at the corner of the new building.

Dr. Johnson lauded Miss Edwina B. Kruse, the retired principal of the Howard school, for her untiring efforts in behalf of the education of the colored people of this city for half a century.

Dr. Johnson said that what is being done for the education of the race here is being watched with in-

never be rented, leased, sold, transferred or conveyed to any Negro or colored person under penalty of law which shall be in August said property.

4-4-21  
Washington

Education-1927  
High Schools.

**Booker T. Washington  
Statue Is Now Ready  
For Shipment Here**

The Keck statue of Booker T. Washington, soon to be erected on the grounds of the Booker T. Washington Colored High school, this city, has been cast and is now ready for shipment to Atlanta, according to advices received from the sculptor, Charles Keck, of New York. The pedestal, a massive piece of Georgia marble, has been put in shape at the quarries at Tate, Ga., and the foundations have been laid. Professor Harper, the principal of Washington High school, and others who have been promoting the enterprise, hope to have everything ready for the unveiling on May 20, and plans are being made at that end.

Meantime, according to the committee, it will be necessary to raise about \$3,000 more to complete payment for the monument and pedestal, the total cost of which will be about \$7,000. The colored people of Atlanta have already contributed \$3,500 in cash to the enterprise and pledge \$500 more. Of the cash in hand, \$1,200 was recently raised through a contest between 56 pupils of the school, one from each class. The leader in this contest was Brenda Yancey, who brought in a total of \$142, thereby winning the coveted privilege of unveiling the monument, and being awarded also the outfit of dress, shoes, hat, etc., which will be used on that occasion.

Up to the present the white people of Atlanta have subscribed only \$600, which includes one gift of \$250 from a large corporation. J. R. Bachman has been acting as chairman of the white committee of solicitation and hopes to secure \$2,500 more from white people, who he feels confident are greatly interested in the success of the enterprise. The treasurer of the fund is E. P. Johnson, cashier of the Citizens and Southern bank. It is announced that those wishing to help in consummating the enterprise may make their subscriptions or gifts either to Mr. Bachman or Mr. Johnson.

The monument is of heroic size and is an exact replica of the famous Tuskegee statue, which is considered one of the finest works of art in America.

**Macon, Ga. TELEGRAPH**

**MAR 27 1927**

**NEGRO SCHOOL GIVEN \$500**

WAYCROSS, Ga., March 26.—The Waycross Negro High School has received \$500 of biology and general science equipment for its laboratory. This is a gift of the General Board of Education. A list of library books to cost \$500 is now being prepared by Walter B. Hill, State supervisor of negro schools, and will be shipped soon.

**Moultrie, Ga., Observer**

**APR 8 1927**

**More High Schools  
Of State Added to  
Accredited List**

**Waycross, Ga., Journal Herald**

**MAR 29 1927**

**BOARD EDUCATION**

**TUESDAYS HOST TODAY**

The new white schools admitted to the accredited system are: Adrian school today entertained the members of the Waycross Board of Education, at Bainbridge; Bonaire, Clarkston, Climax, Centerville, high school; Elberton, Emory University High school, Faoeville Consolidated, Grayson Consolidated, Girard, Ludowici, and Mount de Sales at Macon.

Nicholls, Oglethorpe, Parrott, Palmetto, Portal, Preston, Rossville, Ringgold, Roswell, Sardis, Stilson, Toombsboro, Dade County high school at Trenton, Trion, Unadilla, Vidette, Whigham and Weston.

**Waycross, Ga., Journal Herald**

**JAN 12 1927**

**SCIENCE LAB AT  
NEGRO HI SCHOOL**

**Appropriation Made By Board  
of Education.**

The General Board of Education has appropriated one thousand dollars to the Negro high school in Waycross. It was announced today by the superintendent of city schools, A. G. Miller.

This appropriation will be used to equip a science laboratory and a library. The negro high school is one of the new school buildings erected with the proceeds from the recent school bond issue.

**Georgia.**

**LAGRANGE, GA., Reporter**

**APR 6 1927**

**Erection of Washington  
Monument is Assured**

**By LUCIUS SMITH.**

The contract for the erection of a monument to the late Booker T. Washington, founder of Tuskegee Institute, has been let. This is a project undertaken by the principal, teachers and the Parent-Teacher Association when the Washington Junior-Senior High School first opened. These groups secured the aid of business men and citizens at large, who have made it possible to let the contract.

Before any work is done in the way of ground breaking at the school, where the monument is to be erected, the bronze statue will be made by Mr. Keck, the artist, in his own studio in New York and will be brought to Atlanta ready to be placed. It is reported that Georgia marble from the famous quarries at Tate will form the base, thus making a combination of the finest in nature and art. For, it is said, that Tate marble surpasses the Italian and that Keck plastic work in bronze ranks among the best.

When the job is finished and accepted, Washington High School will have an exact reproduction of the famous statue at Tuskegee, but at approximately one-half the cost. The monument committee has in sight all necessary funds to meet all obligations with the exception of about \$1,500.

To secure the above amount the ministers and churches of the city are called upon to give the fifth Sunday in this month to a special effort in raising the above \$1,500.

**EAST DEPOT ST.  
COLORED SCHOOL  
NOW ACCREDITED**

**Thirty-eight Georgia Schools  
Added to Accredited List,  
Following Meet**

**There Are Now Only Six Georgia  
Counties Which Do Not Have  
Accredited Schools**

ATLANTA, Ga., April 6.—East Depot street high school, colored, of LaGrange, is included in a list of thirty-two white schools and six colored high school which have been added to the Georgia accredited list, it is announced by Dr. J. S. Stewart, chairman of the University Accrediting commission, following a meeting of that body at the University of Georgia this week. These additions bring to total number of accredited white schools in Georgia to 329, and negro schools to 18.

Dr. Stewart points out that there are only six Georgia counties which now do not have an accredited high school. These counties are Dawson, Lumpkin, Brantley, Echols, Baker and Quitman.

The University Accrediting commission consists of Dr. Stewart, chairman; Dr. W. D. Hooper, University of Georgia; Dr. J. R. Fain, State College of Agriculture; Prof. J. G. Stipe, Emory University; Dr. Peyton Jacobs, Mercer University; Prof. H. H. Caldwell, Georgia School of Technology; J. E. Purks, vice president of the High School Association; F. A. Brinson, secretary of the High School Association; and E. A. Pound State Department of Education.

The new white schools admitted to the accredited system are: Adrian High School, Alma High School, Avondale High School, Pine Hill Consolidated High School at Bainbridge, Bonaire High School,

Clarkston High School, Climax High School, Centerville High School at Elberton, Emory University High School, Faceville Consolidated High School, Grayson Consolidated High School, Girard High School, Ludowici High School, Mount de Sales at Macon, Nicholls High School, Oglethorpe High School, Parrott High School, Palmetto High School, Portal High School, Preston High School, Roseville High school, Ringgold High School, Roswell High School, Sardis High School, Stilson High School Toombsboro High School, Dade County High School at Trenton, Trion High School, Unadilla High School, Vindette High School, Whigham High School, Weston High School.

The new negro schools admitted to the accredited system are: Union Baptist Institute, Athens; Booker T. Washington High School, Atlanta; Clark University High School, Atlanta; St Athanasius' High School, Brunswick; Fort Valley High and Industrial High School; East Depot Street High School, Larange.

# STATESBORO HAS NEW COLORED HIGH SCHOOL

## Founders Day Exercises Most Excellent Affair

### Dr. B. W. S. Daniels Delivers Principal Address

(From Savannah Morning News)

Sunday last was Founder's Day at Statesboro at the Statesboro High School for Negroes. Nearly 1,000 visitors and friends from the adjoining counties, and from Chatham county, had gathered here in the splendid new school auditorium to do honor to Principal William James.

He went to Statesboro just twenty years ago, found the Negro school housed in an old ~~other~~ lapidated society hall. Although a small town with meager resources, James immediately set about to improve conditions. - Three years ago a devastating fire swept away not only the school buildings, but the principle's own private ~~home~~ completely. *Save money* had the interests of the educational plant gotten into the hearts of the community here that his friends here and in parts of the North, rallied to him. Now a modern brick structure, with grounds and accessory buildings, such as dormitories and shops affording accommodations for 800 school children, valued conservatively at \$30,000, is a visible asset to our city and county.

The principal address was delivered by Dr. B. W. S. Daniels, of Savannah. Among other things Dr. Daniels said:

"When slavery was abolished some sixty years ago, it became the duty and the privilege of the white people of the nation to prepare the slave and his descendants for full citizenship. The North began at once to establish schools and mission stations. The South in its poverty and lack of understanding of the real issues wavered for a while. Then she took up hesitatingly the prodigious job of elementary public education for the children of the freedmen. This was fifty years ago. What a change today! in every state of the old South we have compulsory school laws.

School officials are insisting that every Negro child shall go to school, and at last becomes proficient in the so-called three R's. In many progressive communities advocating and carrying forward a program of public high school training for Negro youth.

"Here is the outstanding fact: White people and Negroes in this Southland are seeing together, now as never before, that whatever helps white people helps Negroes and what push forward the whole community. This principle applies to better schools

better churches, better hospitals, better homes, better and more factories, better farms, better men and women.

"I want to see more factories in every Southern town and city. Practically every article of wear, home furnishing, come from other parts. A bale of cotton bringing \$50 here in the South sent away returns to us in manufactured articles valued at more than \$1,000. More factory ~~play~~ mills in the South will keep our Negro labor here, well paid and happy. It is high time that the capital of the South so largely in Caucasian hands should realize on this great Southern labor asset to the advantage of both.

"The building of great industrial and technical schools along the line of your school here will usher in a day of dignified labor and a wonderful era of prosperity now little dreamed of in our common Southland. The presence of your white friends here today demonstrates their deep interest in this greater program and presses home the fact that our next door neighbor should be our best friend. Long live Principal William James and the good work here to which he has dedicated his life."

Hon J. E. McCroan represented the white citizens of Statesboro on the program, and spoke very feelingly of Principal James' unselfish devotion to the public interest of the community.

The complete program follows:

Song—

Remarks—Master of Ceremonies, Rev. Scott Dinkins.

Welcome Address—Pearl Bellinger

Scripture Reading—Rev. T. J. Lonon

Invocation—Rev. W. W. Warthen

Duet—Misses Bertha Moore and Maryetta German

History of School—E. D. Lattimer

"Principal as Builder"—R. R. Butler

Song, "Lift Every Voice and Sing," "Principal as a Father,"—Ruby James Parish.

Solo—Mamie Henly

"Principal as a Citizen"—Hon J. E. McCroan.

"Principal as a Business Man"—Walter S. Scott.

"Principal as a Teacher,"—Eunice Burke

Introduction of Speaker—Dr. H. Van Buren

Address—Dr. B. W. S. Daniels.

Education-1927

High Schools.  
ATLANTA, GA., CHRISTIAN.

Georgia

MAY 20 1927

## TO UNVEIL MEMORIAL TO NEGRO EDUCATOR

A bronze memorial statue of Booker T. Washington, replica of the famous Booker T. Washington monument at Tuskegee institute, Tuskegee, Ala., will be unveiled with appropriate ceremonies this afternoon at 3:30 o'clock at the Washington High school on Ashby street.

Among principal speakers will be Willis A. Sutton, superintendent of Atlanta schools; Dr. Plato T. Durham, of Emory university, and Dr. J. W. E. Bowen.

The memorial shows Washington lifting the veil of ignorance from the face of a negro crouched at his feet. It stands upon a massive pedestal made of Georgia marble and is said to be among the finest pieces of art in the city.

The movement to erect the memorial was launched by Professor Charles L. Harper, superintendent of the Wash. High school. Funds were contributed jointly by white and negro citizens of Atlanta and the campaign had the support of the city board of education.

The program follows: the negro national anthem; invocation, Rev. W. J. Faulkner; "America the Beautiful;" address, Dr. Willis Sutton; address, Dr. Plato T. Durham; music, "Great Day the Righteous Marching;" address, Dr. J. W. E. Bowen; unveiling of monument, Brenda Yancey; music, "How Firm a Foundation."

Education - 1927

Illinois.

High Schools.

## WABASH PHILLIPS JAIL

During Mayor Dever's administration as mayor of the city of Chicago the board of education ruled that the Wendell Phillips High School, almost solely attended by members of the darker race, shall be moved to Forty-ninth street and Wabash avenue. This location happens also to be adjacent to the Wabash avenue jail and police station. At this place the high school children will have the pleasure of witnessing the patrol wagons rushing by during the study hours of the day. They will meet the law-breakers who are out on bail going to court as they hurry to school. They will be thrown in contact with prostitutes, gamblers, thieves and all manners of recalcitrant citizens. What a wonderful environment for a High School.

There will be no beautiful sweep of green campus, no ivy covered walls and nothing except the drab walls of the jail and the school for the students to gaze upon. While we may be unduly sensitive, we find justification for our sensitiveness when we recall that McCauley stated: "A man's degree of intelligence is measured by his degree of sensitiveness." We are offended to have our high schools put in unsavory neighborhoods. We support these schools with our taxes and we feel that this matter is an insult to us as citizens and a travesty on civic justice. Influential factors should be brought to bear before these sinister schemes are fulfilled.

PROPOSED SITE  
OF PHILLIP "HI"  
RAISES PROTEST

Dever administration that chose the site for the school. Resolutions of the temper of this body were drafted and forwarded at once to the proper authorities.

### Dever Regime Hangover

The selection of this site for Wendell Phillips High School was made by the Board of Education under the administration of ex-Mayor William E. Dever, a Democrat, whose fight for re-election, it will be remembered, was based almost wholly upon an appeal to race prejudice.

During the Dever administration, little information was given out save that the site had been selected. Officials were exceedingly loath to give the location of the proposed site and this information was not gained until the election of Mayor William Hale Thompson.

At a special meeting called Sunday afternoon at 4 o'clock at the Appomattox, 3632 South Parkway, the local branch of the National Association for the Advancement of Colored People, launched a probe into the proposed site for a new Wendell Phillips High School to be located on the block bounded by Wabash, State, Forty-ninth and Fiftieth streets. The meeting was

unanimous in their condemnation of this proposed site which is adjacent to the 48th street police station, where to the Wabash avenue police station, the northern end of the vicinity would

The Ministers' Council of the A. E. Church, in session Monday, also as the police activities of the day emphasized the action of gin. In this connection it should be remembered that a motley crowd of

hangars-on is always to be found in the vicinity of every jail and the girls of the school could doubtless expect many insults from those so congregated.

Wabash avenue, it further pointed out, is a street almost wholly given over to truck traffic, with its resultant clatter, that will prove a serious handicap to the peace and quiet of the schoolroom.

State Street, Commercial Center. In this connection, the same objection is made to State street, which is given over almost wholly to commercialism. Numerous "smoke shops" lining this street will offer excellent chances of presenting problems to school officials that will be not at all easy of solution.

A determined effort to change the plans of the Board of Education as related to this school will be made by citizens throughout Chicago through the various civic organizations. The N. A. A. C. P. has appointed a committee to wait upon Frank Riggheimer, attorney for the Board of Education, before an appeal is taken higher. The personnel of this committee includes: Dr. Spencer Dickerson, Harvey Watkins, Oscar DePriest, Mrs. Nannie Reed, Mrs. Madelaine Evans, Ralph Tyler and Attorney Henry Hammonds.

It is believed that any attempt to move the school west of its present location, when there are so many desirable sites along Grand Boulevard or overlooking Washington Park, will meet with spirited opposition.

## Proximity To Jail And Other Objectionable Features Are Pointed Out

Upon learning the site, a storm of protest has been raised by influential citizens over the placing of this south side school in such an undesirable location.

### Jail Neighborhood.

The proposed site is directly adjacent to the 48th street police station, where to the Wabash avenue police station, the northern end of the vicinity would be compelled to pass every morning. The police activities of the day emphasized the action of gin. In this connection it should be remembered that a motley crowd of

Education - 1927

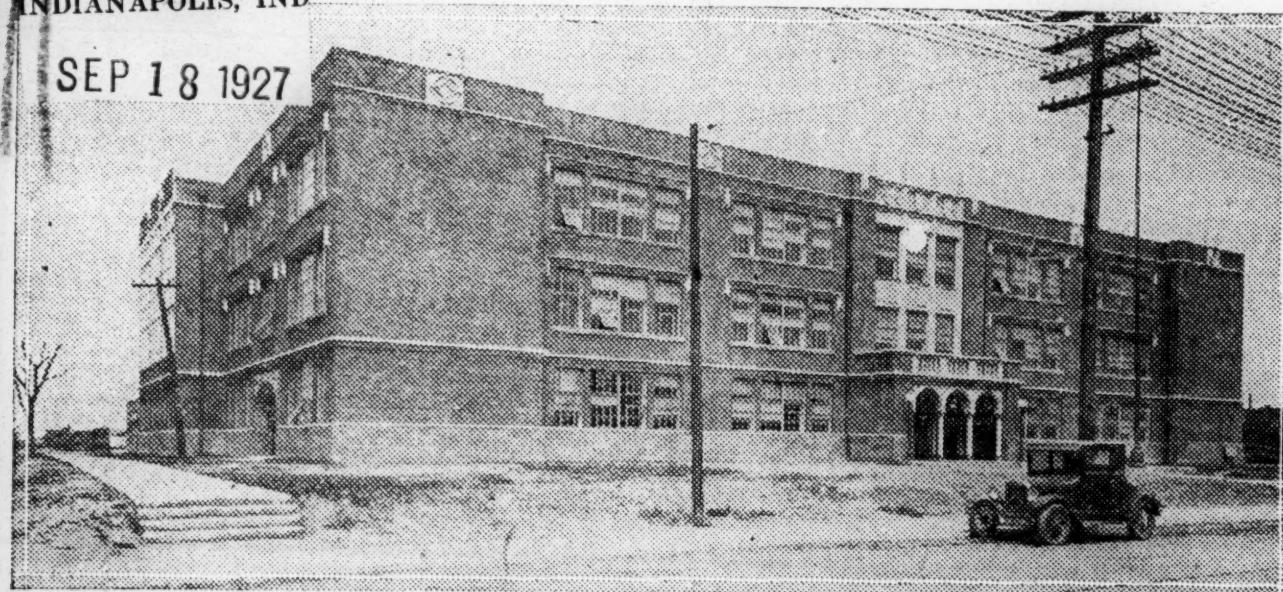
Indiana.

High Schools.

## MODEL HIGH SCHOOL BUILDING.

STAR  
INDIANAPOLIS, IND

SEP 18 1927



Crispus Attucks high school for Negro students is one of the outstanding school structures in the city. It is located at West and Twelfth streets and was completed in time for the opening of the fall term of school last Monday. It was specially designed by Harrison & Turnock, architects, 501 Board of Trade building, for the requirements of the students.

razzo.

### LOCKERS FLUSH WITH WALL.

In the corridors are steel lockers, which have been set flush with the plastered wall and are six inches off the corridor floor. Ceilings of the corridors act as plenum chambers for ventilating purposes.

In the central portion of the building is a large auditorium with seating capacity for 800 and a combination stage gymnasium which has a proscenium arch of fifty-six feet. The auditorium is decorated and trimmed with terra cotta and ornamental plaster. Acoustical plaster has been used with paneled effect on the walls.

In front of the proscenium arch are ornamental grilles to the tonal chambers of the organ. A full-sized orchestra pit has been built in front of the stage and back of the stage are band and choral rooms which are soundproof.

There is a cafeteria with seating capacity of 300 and in connection with it is the kitchen, bakery, service room and office of steward.

Designed by Harrison & Turnock, a branch of the Indianapolis Public Library is maintained in the building, the new high school embodying many features not found in other Tudor period design with ornamental school buildings of the city. Since the geometrical ceiling.

traditions of the Negro race are deeply founded in music, that art has been of the best designed and constructed especially emphasized in the new school structures in the city. Materials specified and used were of the

Main entrance to the building is on highest quality and durability. Brown West street and there is a large lobby. & Mick, Inc., 226 East Michigan just inside the group of doors. The street, were general contractors for the corridors extending from the main building. Heating and ventilating lobby connect with four stairways, work was by Freyn Brothers, 1028 one at each corner of the building. North Illinois street and the plumbing Floors of the corridors and school was by Callon Brothers, 24 South Alabama rooms are of terrazzo cove base, upon which battleship linoleum has been glued. The main lobby floor is ter-

## RACE TRADITIONS PERMEATE SCHOOL

### New Crispus Attucks High School Specially Designed for Negro Students.

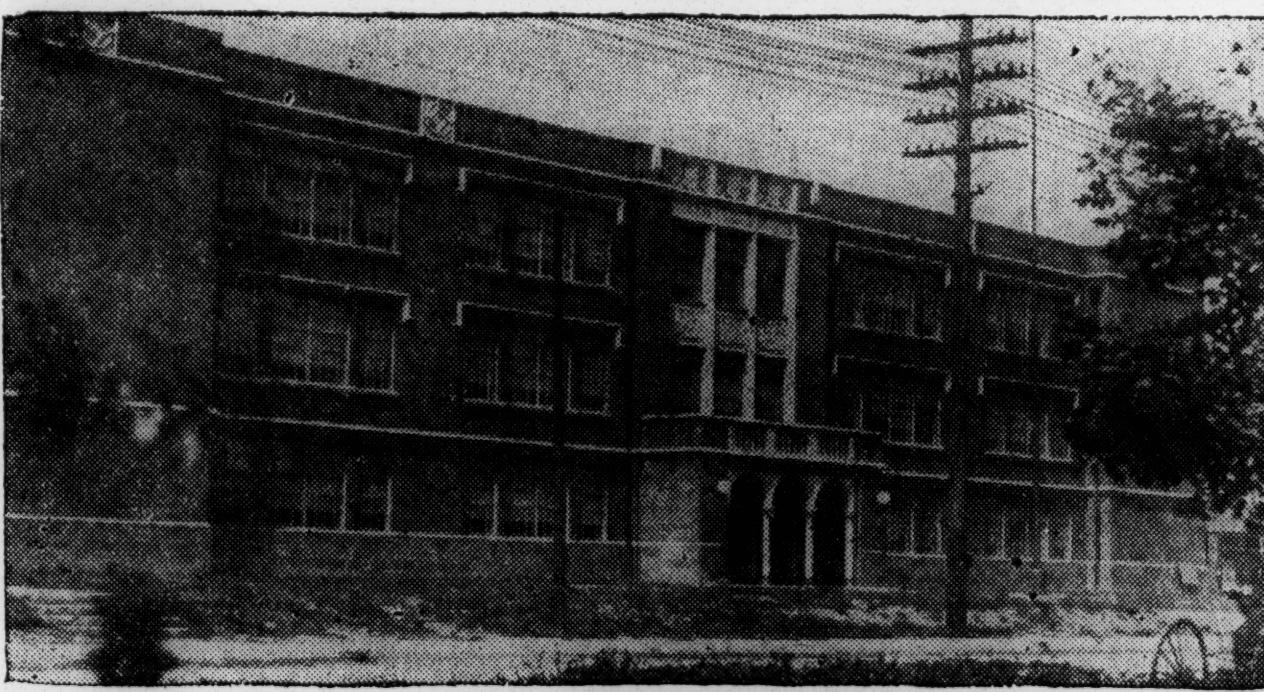
Opening of the Crispus Attucks high school at West and Twelfth streets at the beginning of the fall term gave the colored high school students of Indianapolis their own building, planned and designed to meet their requirements for education. This is the first

time these students have occupied a building devoted exclusively to them.

Designed by Harrison & Turnock, a branch of the Indianapolis Public Library is maintained in the building, the new high school embodying many features not found in other Tudor period design with ornamental school buildings of the city. Since the geometrical ceiling.

Crispus Attucks high school is one of the best designed and constructed especially emphasized in the new school structures in the city. Materials specified and used were of the

Crispus Attucks high school, costing more than ~~one~~ <sup>one</sup> half million dollars, has every modern facility. The school which is to be instructed by J. Harold Brown, formerly of Northeast junior high school, Kansas City, Kansas.



CRISPUS ATTACKS HIGH SCHOOL

Education- 1927

High Schools.

TRIBUNE

Ft Scott - Kans

JUN 8 1927

TO DELIVER ADDRESS.

William Pickens, Field Secretary  
for Colored Advancement As-  
sociation, Here Tonight.

William Pickens, field secretary  
of the National Association for the  
Advancement of Colored People  
will deliver an address at the Central  
Junior High School Auditorium,  
Tonight at 8:25 p. m.

This promises to be one of the  
greatest addresses that it has been  
the pleasure of the citizens of  
this city to listen to, and you can  
not afford to miss it.

Mr. Pickens has recently returned  
from a speaking tour in the European countries, and since his  
return, it has been his pleasure to  
speak to audiences of ten thousand,  
both white and colored, on  
Racial and Interracial questions.

There will be an admittance fee  
of 25 cents for school children  
above 12 years old, and 35 cents  
for adults. The address is under  
the auspices of the Ft. Scott  
Branch of the N. A. A. C. P., of  
which principal E. J. Hawkins  
president, and the Rev. M. J. Smith  
has charge of the press committee.

The Plaza School Orchestra will  
furnish music for the occasion.

Kansas.

Education- 1927

High Schools.  
MILLION DOLLAR HIGH  
SCHOOL FOR BALTIMORE

BALTIMORE, Md. — The second  
million dollar high school in this city  
for Negroes will be ready for occupancy  
in September 1927, the school board  
has announced.

Maryland.

Education - 1927

Mississippi

High Schools.

MEMPHIS, TENN., Sun. - Apr.

APR 22 1927

## TO DEDICATE SCHOOL.

New \$350,000 Booker T. Washington  
High School for Negroes.

The dedication of the Booker T. Washington High School, located at the intersection of Lauderdale Street and Mississippi Avenue, will take place Tuesday night of next week at 8 o'clock in the school auditorium. The negroes of the city are much delighted with their \$350,000 structure and have added \$5,000 worth of furnishings in preparation for the dedication, which they plan to make a notable event. Dr. Sutton E. Griggs, noted as an author, philosopher and orator, has been selected to deliver the dedicatory address. Talks will also be made by Messrs. Hardwig Peres, Wharton S. Jones, Bolton Smith and Supt. R. L. Jones. There will be special musical features on the programme.

The Booker T. Washington High School has as its principal Prof. G. P. Hamilton, who has been connected with it for 41 years, serving as principal for the past 35 years. In addition to serving as principal he has taught band music to the boys free of charge for the past 25 years. Some of his pupils have won national fame as musicians.

In order that the school may rank with the best, Prof. Hamilton makes annual tours of leading educational centers. There are 31 teachers in the school, and it engages in manual training in addition to its literary course. There is a night school connected with it. The school building is also serving as a community center.

The dedicatory exercises will continue for three nights, Wednesday night being in charge of the negro business and professional men and the Parent-Teacher's Association, and Thursday night in charge of the Alumni Association.

Natchez, Miss., Democrat

SEP 8 1927

## COLORED SCHOOLS TO OPEN SEPT. 15

Prince Street and Natchez  
Colored High to Open  
Next Week

S. V. Thompson, principal of the colored public schools of this city, has announced that the Prince Street School and the Natchez Colored High School would open their doors on the fifteenth of September on what promises to be a very successful year.

The faculties of these two schools have been requested to be in their class rooms at ten o'clock on the fifteenth and all children that expect to attend these institutions of learning during the coming year are also expected to report.

At this time the children will be registered and placed in their respective classes. Book lists will also be furnished the children at this time.

The schools and school grounds have been the scene of activity during the past month or so and are now in better condition than they have been for some time.

It is expected that there will be a large number of children in attendance at these two schools during the coming session than last year. Preparations have been made for the handling of a larger number of students so that everything is now in readiness for the opening.

Education-1927

High Schools

Missouri.

Dedicate \$40,000 Hi

~~Missouri~~  
Columbia, Mo.—Dedication exercises of the new \$40,000 addition to the high school in this city were held in the institution here Sunday. U. C. Donaldson of St. Louis, made the address.

Education - 1927

High Schools.

WHITE PUBLIC HIGH-SCHOOL GRADUATES

In North Carolina per 10,000 White Population in 1927

In the following table, based on information supplied by the State Department of Education, and adjusted population figures, the counties are ranked according to the number of white children graduating from public schools in 1927 per 10,000 white population. The parallel column shows the actual number of white graduates in each county.

Pamlico, with 83 graduates, leads with a rate of 143.0 white high-school graduates per 10,000 white population. Stokes, with 24 graduates, comes last with a rate of only 12.8 high-school graduates per 10,000 white population. The state average was 53.4.

The total number of white high-school graduates in the state this present year was 10,587, an increase of 1,421 over last year. The number in each county varied from 414 in Guilford to 8 in Graham. Twenty-two counties had one-half of the total number. Of the total number of graduates, 3,885 were boys and 6,702 girls.

In addition to the above there were 797 graduates from private high schools, giving a grand total of 11,384 high-school graduates for 1927.

Department of Rural Social-Economics, University of North Carolina

Rank	County	White high-school graduates 1927	Graduates per 10,000 white population	Rank	County	White high-school graduates 1927	Graduates per 10,000 white population
1	Pamlico	83	143.0	51	Martin	63	50.4
2	Richmond	248	137.0	52	Chatham	84	50.3
3	Northampton	109	116.0	53	Burke	110	50.2
4	Gates	58	105.5	54	Beaufort	98	50.0
5	Warren	79	96.4	54	Hoke	28	50.0
6	Durham	305	91.1	56	Henderson	87	48.8
7	Moore	156	89.1	57	Anson	70	48.6
8	Scotland	51	85.0	57	Halifax	102	48.6
9	Hertford	53	84.1	59	Stanly	125	48.2
10	New Hanover	225	76.8	60	Davidson	171	47.8
11	Lee	80	74.8	60	Pitt	122	47.8
12	Cumberland	176	74.3	62	Haywood	115	47.1
13	Washington	44	73.4	63	Forsyth	299	47.0
14	Catawba	251	73.2	64	Sampson	123	46.8
15	Union	217	73.1	65	Rutherford	135	46.6
16	Montgomery	81	71.0	66	Wilson	110	46.4
17	Bertie	77	70.6	67	McDowell	79	46.2
18	Craven	107	68.6	68	Avery	49	45.8
19	Alexander	79	66.9	69	Johnston	189	45.2
20	Iredell	221	66.8	70	Clay	22	44.0
21	Granville	98	65.8	71	Lenoir	83	43.2
22	Alamance	180	65.7	72	Caldwell	82	42.9
23	Duplin	138	65.4	73	Davie	50	42.0
24	Carteret	28	65.2	73	Gaston	216	42.0
25	Chowan	35	63.7	75	Columbus	89	41.6
26	Pender	47	63.5	76	Orange	55	41.3
27	Mecklenburg	398	63.4	77	Transylvania	40	40.0
28	Perquimans	36	63.2	78	Robeson	111	39.5
29	Person	71	62.3	79	Randolph	105	37.4
30	Franklin	99	61.8	80	Yancey	61	36.3
31	Pasquotank	67	61.4	81	Madison	71	35.8
32	Cleveland	191	60.8	82	Yadkin	56	35.0
32	Polk	48	60.8	83	Vance	51	34.4
34	Nash	159	60.2	84	Swain	49	34.3
35	Buncombe	379	60.0	85	Surry	110	34.2
36	Wayne	165	59.4	86	Harnett	80	33.7
37	Wake	307	59.2	87	Ashe	73	33.3
38	Hyde	30	58.8	88	Brunswick	32	32.7

North Carolina.

38	Lincoln	97	58.8	89	Greene	28	32.2
38	Tyrrell	20	58.8	90	Cabarrus	102	31.5
41	Rowan	222	58.3	91	Dare	15	30.0
42	Camden	19	57.6	92	Edgecombe	52	29.2
42	Jackson	72	57.6	93	Mitchell	34	28.6
44	Guilford	414	56.3	94	Onslow	43	26.9
45	Watauga	78	55.7	95	Wilkes	83	25.8
46	Bladen	72	55.4	96	Caswell	20	23.8
47	Jones	33	55.0	97	Cherokee	27	17.2
48	Currituck	76	54.3	98	Graham	8	16.7
49	Alleghany	38	53.5	99	Macon	21	16.3
50	Rockingham	202	52.2	100	Stokes	24	12.8

of illiteracy. Such a public educational policy is inevitably creating in the South a vast, defenseless, exploitable group; a social cesspool of ignorance, disease, and crime, and social problems of all kinds. Such a group is a tremendous liability to the South socially and economically raising the unfavorable statistics.

The figures for white and colored contrasted (they are wealth, both because they do not either produce or consume as high schools) show that injustice is done the Negro children more favorable opportunities for but emphasize the unsoundness efficient training and further benefit of the general public policy with cause such a group is a constant regard to Negro schools. In drain upon the funds of the practically every Southern State for corrective and punitive State the school officials are de-measures and the objects of exploring the serious inadequacy of welfare and charity programs of facilities for white public education.

It is distressing to know that upon the social structure of the one of these five States in South yet in each of twelve of data on colored high schools are these States there are more collected while in five of the accredited 4 year high schools States the data are not published for white children than the along with the data from other combined number for Negro schools so that it is extremely difficult to get official information in each of five States on the actual conditions of there are more than double the Negro schools throughout the number for Negro children South.

W. A. ROBINSON, President National Association of Teachers in Colored

high schools for Negro schools

children is the lack of students for them, we conclude rightfully that the elementary schools for the Southern Negro children are still more inadequate and still more poorly equipped as to teachers, etc., and are barely raising the general Negro population of the present school generation above the condition

Education - 1927

Oklahoma.

High Schools.

## TULSA HIGH SCHOOL RANKED AS SOUTH'S BEST

TULSA, Okla., April 20.—The Booker T. Washington High School of this city is the first colored high school located below the Mason and Dixon line to be admitted to the North Central Association of High Schools and Colleges. The school was admitted to the association at its annual meeting in Chicago. ~~4-22-27~~

All of the teachers of the Booker T. Washington High School are required to be graduates of some accredited college and had at least two years experience. Prof. E. W. Woods is principal of the school.

Graduates of all high schools belonging to the association may enter greater universities without examinations.

Education- 1927

High Schools  
DALLAS, TEX

News

JUN 24 1927

## Training of Negro Teacher Is Good

Special to The News.

AUSTIN, Texas, June 23.—Training of negro school teachers as given in recognized negro colleges of Texas is as good as that accorded white or negro teachers in any institution inspected by B. C. Caldwell of Natchitoches, La., field agent of the Slater and Jeanes funds, Caldwell said Thursday while conferring with the Texas Department of Education. The two funds are endowments for negro industrial education and teacher training.

A further statement by Caldwell, a former president of the Louisiana State Teachers' College, is that Texas has more high schools for negroes than any other State and has nearly as many as the other sixteen States classed as being in the South.

Caldwell has inspected Wiley College at Marshall and Texas College at Tyler and is here inspecting Samuel Houston College and will go to Prairie View, where nearly 1,000 negroes are enrolled in the summer school. He praised the teacher training in Texas and said Texas ranks with the best. There are 108 in Wiley College taking college work to qualify as principals and for high school teaching.

Wiley and Texas Colleges are denominational, but have met the course requirements of the State Educational Department and are recognized for certificate work.

The State department has a man who gives his entire time to the inspection of negro high schools and colleges. There are 193 Texas negro high schools, of which thirty-six give the full four-year course and a number the three-year standard course.

Texas

## Illiteracy

### 38 PER CENT OF ADULTS IN ALABAMA ILLITERATE

BIRMINGHAM, Ala., April 13.—The assembly of the Alabama Education association was held here Thursday and Friday. Superintendent C. B. Glenn and Dr. R. E. Tidwell, state superintendent of education, spoke at the Industrial High School. Other speakers of the session were Prof. J. A. Walton, Prof. T. R. Parker of A. and M. Institute, and Prof. J. C. Wright of Tuskegee.

*Quinton L. Lorraine*  
Greatly listed the outstanding achievement of education in Alabama during the year as (1) wiping out lynchings; (2) fighting illiteracy; (3) training teachers.

Thirty-eight per cent of the state's adults were reported illiterate. A total of 343 schools were reported built in the state at a cost of \$1,000,000. The work of Julius Rosenwald was praised.

**TIMES-PICAYUNE**  
NEW ORLEANS, LA.

## OCT 3 1927 EVENING SCHOOLS TO OPEN TONIGHT FOR REGISTRATION

### Ten Provided for White Pupils and Six for Negroes

Ten night schools for white pupils and six for negroes will open in various parts of the city tonight. Large registration at each school is expected by school board officials in charge of the work.

The schools will offer courses in arithmetic, reading, writing, and civics and are especially designed for those who did not finish an elementary school education. Other subjects will probably be added later in the term, it was said.

Textbooks will be furnished free to those unable to purchase them. Every effort will be made to encourage students in the schools, it was announced.

It is planned to have the classes meet three times a week. Tonight opening will be devoted to registration and organization.

The white schools are located at

St. Claude avenue and Spain street; Esplanade avenue and Rocheblav street; St. Claude avenue and Pau line street; Jefferson avenue and Coliseum street; Bermuda and All streets; Lopez and Cleveland streets; Dryades and Erato streets; Napoleo avenue and Camp street; Carrollton avenue and Birch street; St. Phillip street near Royal street.

The negro schools are located at Rampart and Girod streets; St. Phillip and Villere streets; Robertson and Seventh streets; Adams street near Pearl street; Broadway and Olive street; Belleville and Diana streets.

Night classes of the College of Commerce and Business Administration at Tulane university will open next Monday night. Classes in all of the eighteen subjects will be held during the following week except a class in employment management which will not open until October 24.

According to present plans one class in each subject will be held once a week. Morton A. Aldrich is dean of the college.

## Originator of Moonlight Schools

:: Mrs. Stewart Says 328,838 Georgians  
Cannot Read or Write ::

## Gives Interview on Illiteracy

"Fifteen regiments of Kentucky soldiers can not read or write."

At the outbreak of the world war a Kentucky woman flashed these facts in her people's eyes.

Later she declared:

"Five million people in the United States are illiterate."

This woman, Mrs. Cora Wilson Stewart, was kindling the consciousness of Kentuckians to facts which brought into being her mountain "Moonlight schools" and won for her, 14 years later, the 1924 award of \$5,000 offered annually by Pictorial Review to the woman who renders the greatest service in her chosen field.

Mrs. Stewart, director of the national illiteracy cause, with headquarters in the Red Cross building, Washington, D. C., was in Atlanta Saturday. She is making a tour of the country in the interest of illiteracy under the auspices of the Olkahest Lecture Bureau, of which Russell Bridges is manager. Friday she lectured at Spellman university.

She leaned back in a big plush chair in the Andrew hotel and there was a look in her gray eyes which bespoke a similar message for Atlanta people.

She looked down over the bunch of violets tucked at her chin, adding a touch of color to the somber gray tailored dress which suggested the modesty with which this woman from the Kentucky hills is carrying on her work. Conviction was evident in her quiet manner.

"There are 328,838 Georgians that cannot read. The Atlanta Constitu-

tion.

"There are 11,031 Atlantans to whom it is as meaningless as a vacant page," she paused and then went on with her story.

"This would be a good thing for Atlantans to remember when they go to church Sunday, when they give to people on the other side of the sea; when they contribute to education in the Near East—there are more than 300,000 people in our state who can not read the 'Book of Books.'

Something far off and compelling was alive in her firmly chiseled features saying louder than words that she has beckoned mountaineers through the moonlit passes, for they are impassable in the darkness, and opened for them that long closed door to literacy and understanding which leads beyond the hills.

### Begins Work.

"I was superintendent of schools in Rowan county, Kentucky. And this is how I became aware of the menace of that terrific plague which is filling our prisons, robbing our schools, holding many an unborn poet in shackles, and binding our people to lives of uselessness to themselves and to the state."

Mrs. Stewart looked far away ahead of her. She was going back to that little office in the hills. She was seeing the mountaineers, some with babies in their arms, books in their hands, and the hope in their hearts that the shackles of illiteracy might be shuffled off in this little mountain school.

"It started this way. For a long time I had been writing letters for an old country woman who came for many miles over the mountains to get me to send a letter to her daughter in the city. I can see her now. Sometimes she rode an old mare; a slat bonnet was on her head; an old shawl over her shoulders. The darkness that only the mountains can paint was alive in her pale blue eyes. And then one day she failed to come. When she did appear she announced:

"I've learned to read and write."

"Is that so; and who was your teacher?"

"You see it was this way. I couldn't git here. The cricks were twix me and my neighbors and it took me four or five days to get a letter writ and mailed. It just looked like there was a wall twix me and my May. I wanted to see with my own eyes the things that she had writ. So I got me a speller. And I learned to read and write."

"That was the first incident," continued Mrs. Stewart. "This was the second. A middle-aged man came into my office. There was a look of desolation in his eyes. 'I would give 20 years of my life if I could write,' he said.

"And this was the third. A young boy sang a ballad at one of our mountain celebrations. It was one of his own poems.

"Why don't you give me a copy of that?" I asked, "so we can publish it in 'The Mountaineer'?"

"Oh, I have made up a lot better than that," he answered, "but I can't write, and I forgot 'em 'fore somebody comes along to set 'em down."

"These are the stories of three individuals," said Mrs. Stewart, "but to me they are the stories of three classes; the mother, who is shut in from outside influences; the middle-aged man, who is denied the ballot, and the unknown young men and women, who might with enlightenment become poets and leaders of their people."

These things aroused Mrs. Stewart to the need in the mountains. She has met it. And now, like the torch-bearers in the land of the Scots, passed along the message that there are millions more in America, unmindful that they are capable of learning in middle life or that education is a simple and short process, one which can be mastered to a degree within the short period of six weeks.

"They think that education is a miracle, a strange process through which the mind is incapable of going in middle age."

### Menace of Illiteracy.

And the menace of it all, Mrs. Stewart tells you, is inconceivable, like some fire that is eating out the fiber of a people.

The percentage of illiteracy is higher in every prison in the country than it is in the state at large and even in the localities from which they come. The sections where illiteracy is greatest are the sections where infant mortality is highest. The states which rank highest in literacy are the states which rank highest in the health of her school children, Iowa holds this record.

"There is also a direct relation between the percentage of illiterates in the states and the school attendance of those states. Louisiana, which ranks lowest in literacy, has the lowest school attendance."

"To educate the illiterate is like bank, to spray the fruit trees and to build good roads."

Mrs. Stewart left Saturday night for Louisiana, where she will continue to lecture in the interest of the eradication of illiteracy.



CORA WILSON STEWART

opening up an enchanted garden to them. And it is like creating a new source of power in the state. Some industrial centers have become so aware of the value of education for their employees that they have given notice that after 90 days no illiterates will be retained in their employ. And they have opened up night schools in which they can learn.

"To educate the illiterate is a work of far-reaching commercial value. Statistics show that only 5 per cent of illiterate people deposit money in the bank. And whatever in an industrial way is done can be done better by one who has had the advantage of education.

As strange as it may seem, to educate the illiterate reduces accidents. Henry Ford in a recent report says: "Since teaching illiterates in the factory to read and write accidents have been reduced 54 per cent."

And the value of the individual himself cannot be estimated. The literate man is more self-respecting. He is more cooperative. And these people, you must remember, are capable of making valuable citizens. One woman who was educated in a moonlight school has conducted several lecture tours through the country in which she lives, proving an influence for good in her community. Some have held public office, others have entered the ministry, and still others have made admirable teachers and leaders in Sunday school work. John Davey, who learned to write in a moonlight school at the age of 21, later wrote a book on tree surgery and was widely recognized as an authority on this subject.

So you see the problem is one which goes deeply into the fabric of our people. It is not only my dream, but the dream of clubwomen, American Legion men, Parent-Teacher associations, and other powerful groups who are in a position to be influential and wield a power for untold good. It is the hope of this united body of high-minded Americans to wipe illiteracy from America by 1930 and proclaim her the first among nations in this elemental and fundamental work.

### Georgia's Past.

"Georgia has made some splendid strides in the eradication of illiteracy. Among those who are doing great work in Georgia are Dr. Rufus Weaver, formerly president of Mercer university, who with the cooperation of Bibb county teachers taught more than 4,000 illiterates in that county; Dr. M. L. Brittain, president of Georgia Tech; Dr. M. L. Duggan, state superintendent of education; Mrs. Bruce Carr Jones, of Macon, and C. J. Hadan, chairman for so many years of the state illiteracy commission.

"Alabama is fully awake. She is now spending \$100,000 a year on wiping out illiteracy. Her legislature, which recently adjourned, appropriated \$50,000 annually, which is to be matched by county and city boards with a like sum. Alabama has 278,682 illiterates.

"South Carolina is another southern state that is fully awake. She has well organized work supported by the state, and not long ago three of

her citizens who had been educated 1 per cent of the native white population in moonlight schools were sent up before the educational committee of congress.

"When the movement first started in the Kentucky hills in 1911 there had been no effort on the part of any county or state to eradicate illiteracy; now every state is taking part. Four of the states—Vermont, North Dakota, Delaware and Oklahoma—are running a race to see which can be the first to wipe it out. The movement has now spread to China, Japan, Italy and a number of the South American countries.

When Mrs. Stewart was in the city upon a previous occasion she visited the prisons here, learning through her investigations that one-third of the Georgia prisoners were illiterate. She expected to visit them again while in the city with the hope of seeing many improvements which she suggested while here.

At the national illiteracy crusade headquarters in Washington books are being printed for the illiterate, the woman in the home, the illiterate prisoner, the Indian who cannot read or write; there are pamphlets to teach the farmer the principles of planting a crop while he learns his lessons in reading and writing. Everything is being done to make these books attractive and beneficial for the various groups for which they are intended.

"We teach them to take a newspaper and read," said Mrs. Stewart. "While they are learning they are also getting an insight into the purpose of taxation, the value of the ballot, the problems of health and sanitation, how to put aside a little money in the

to H. V. Gear, in charge of the night school for negroes.

But while the vocational work reaches a large number of negroes, others want to learn the fundamentals of reading, writing and arithmetic, Gear said. An opportunity to take classes in these and similar subjects was opened at the Bryant school and more than ninety negro men and women enrolled, according to Gear.

#### School Is Closed

After operating a few nights, the school was closed because the tuition costs to the adult students was too high. This came about because of the number of classes and small enrollment in several subjects, Gear explained.

At least ten students are required for each class in the academic subjects. That the adult negroes wanted an education in some of the fundamentals was evident, Gear said, when some of the students wept when they had to quit. Teachers partly donated their services in the educational move.

Enthusiasm for the opportunities offered in the night school is so great that most students seldom miss a class, according to Gear. Classes in the vocational classes at Douglas are held from 7 to 9 o'clock each Tuesday and Thursday night. The teachers are instructors in the negro day schools.

The greatest need for the negroes of the city, in the opinion of the night school instructors, is the realization that education is of value and that they must sacrifice in many ways in order to learn. So many persons can't read or write, Gear said; particular work is needed in this direction.

#### Progress Is Steady

Progress of the negro night school has been steady since its establishment about five years ago. The enrollment is larger and more persons seem really to be interested in learning. One of the features of the registration list is the number of parents of children in the day schools who are influenced to attend night school, Gear said.

In the vocational classes, more students can be cared for even if additional instructors must be chosen, he principal announced.

Classes include auto mechanics, cooking, sewing and commercial subjects at the Douglas school. Students who wished to learn the commercial subjects paid the costs of their own classes. About thirty negro women are attending the classes in mothercraft at the Dunbar school each Tuesday and Thursday afternoon.

Many of the night school students are persons who work in various parts of Oklahoma City during the day and attend night classes at the cost of pleasure hours after many hours of work, according to Gear.

Chapel Hill N.C.  
news letter  
Aug 17 1927

## Negro Illiteracy

Five states have more illiterate negroes than North Carolina with a total of 133,674. According to the 1920 Census 24.5 percent of all negroes in North Carolina ten years of age and over are illiterate. The rate is higher in only five states. The negro ratio of population is much larger than ours in each of the states whose illiterate rate is above ours.

Nine southern states have lower negro illiteracy rates than North Carolina. These are usually states with small negro population ratios. The negro illiteracy rates are largely in proportion to population ratios, —high in states with large negro ratios and low in states with few negroes.

The above facts concern the sheer illiterates. The near illiterates far outnumber the sheer illiterates, and near illiteracy is a far greater problem in North Carolina than sheer illiteracy.

## COURIER-CITIZEN LOWELL, MASS.

DEC 7 1927

### RURAL AND CITY EDUCATION

The federal commissioner of education is quoted as saying that the unspoiled" bucolic sections of

is more illiteracy in New York City than there is in all the mountains of the southern states. This statement does not seem to be justified, and is at any rate misleading, as regards the comparative intelligence of the citizens, and even more as a test of the provisions for public education made in the South when compared with those of the metropolis.

Somewhat over 6 per cent of New York's population in 1920 was illiterate, all figures having reference to persons 10 years of age and over. In Alabama, the proportion was about 16 per cent, in Arkansas 9, in Georgia 15, in Tennessee 10, in Kentucky 8. We doubt that figures covering the whole ground are available for any later year, but increased attention to education in the South, together with a possible increase of foreign-born population in New York, may have closed up the gap to a limited extent during the last half dozen years. But the really essential point is that the illiterates of New

OKLAHOMA CITY, OKLA.  
Oklahoma

NOV 21 1927

# NEGROES SHOW INTEREST FOR NIGHT SCHOOL

Tuition for Adults Is So High Classes Are Held Down.

Negro men and women of Oklahoma City who never have learned to read or write are eager for night school facilities so that they may make up this deficiency in education.

Vocational training classes conducted in the Douglas school at 200 East California avenue are attended by large classes of adults, according

Education - 1927

## Illiteracy

### KNOW NORTH CAROLINA

#### Facts About Illiteracy

According to the last Census there were 241,603 people in North Carolina ten years of age and over who could neither read nor write in any language. The illiterates were 13.1 percent of all people ten years of age and over. The illiterates were distributed as follows: Native white of native parentage 104,637; native white of foreign parentage 171; foreign-born white 474; negro, 133,674. There were only 190 white people in the state unable to speak English.

Of all native white people ten years of age and over 8.2 percent were illiterates. Only two states, New Mexico and Louisiana, had a higher percent of native white illiterates ten years of age and over. Only one state, Kentucky, had a larger total number of native white illiterates.

Only six states had a larger total number of illiterates, both races considered, than North Carolina. Their excessive illiterate negro population explains why four of these states rank ahead of North Carolina.

#### Negro Illiteracy

Five states have more illiterate negroes than North Carolina with a total of 133,674. According to the 1920 Census 24.5 percent of all negroes in North Carolina ten years of age and over are illiterate. The rate is higher in only five states. The negro ratio of population is much larger than ours in each of the states whose illiterate rate is above ours. Nine southern states have lower negro illiteracy rates than North Carolina. These are usually states with small negro population ratios. The negro illiteracy rates are largely in proportion to population ratios,

high in states with large negro titles of "The Keys of Heaven, The Harp of God, The Gates to Hell, and the Day of Doom, etc," felt surer than ever of a safe journey to Glory for having these books in her humble home. Her idea was a five foot back shelf minus the education necessary to the enjoyment of this book shelf measured off by Dr. Elliot. Unfortunately amongst both white and black, there is a proneness to buy anything on "the extortion plan"; namely, "a dollar down and a dollar the rest of your life." There is some measure for the protection of our mentally weaker neighbors regardless of "race, color or previous condition of servitude."

#### REPORTER

South - Sa

AUG 5 1927

#### MAKING MERCANDISE OF IGNORANCE

Several years ago the Georgia legislature passed a very wise law prohibiting the promiscuous distribution of patent medicine samples as a very wise protection of children and the ignorant who are prone to take anything into their stomach regardless of results. The Good Book—the Book of Books—has for ages contained an injunction against taking "reward against the innocent." And yet, we have the bell-ringers, the door knockers and promiscuous peddlers of all manners of wares amongst us continually taking reward against the ignorant and innocent. During the past week we ran upon a case that more strongly than ever impressed us with the fact that the Georgia legislature ought to enact a few more laws for the protection of the innocent. A hard working negro woman, unable to read, unable to reason as to either fiction or religion, right recently inveigled into purchasing "on the extortion plan" a set of books, issued by a certain religious sect which evidently unable to make any inroads into the homes of learning and reasoning, has turned its efforts to the unlettered, the untutored and unlearned.

This humble negro woman with practically one aim in life—that of an honest hard working life and an eventual reward in Heaven naturally was easily inveigled by the alluring

per cent of native white illiterates ten years of age and over. Only one State, Kentucky, had a larger total number of native white illiterates.

Only six States had a larger total number of illiterates, both races considered, than North Carolina. Their excessive illiterate negro population explains why four of these States rank ahead of North Carolina.

Five States have more illiterate negroes than North Carolina with a total of 133,674. According to the 1920 census 24.5 percent of all negroes in North Carolina ten years of age and over are illiterate. The rate is higher in only five States. The negro ratio of population is much larger than ours in each of the States whose illiterate rate is above ours. Nine Southern States have lower negro illiteracy rates than North Carolina. These are usually States with small negro population ratios. The negro illiteracy rates are largely in proportion to population ratios—high in States with large negro ratios and low in States with few negroes.

This C'ping on

Merle

JUN 10 1926

## Negroes Outnumber Whites In County Public Schools

**Superintendent Bundy's New System of Records Makes All Information Available at a Glance—Slater Fund and State Department Help Greatly in Colored Education—Many White Illiterates Oppose Education of Their Children**

According to the last census there were 241,603 people in North Carolina ten years of age and over who could neither read nor write in any language. The illiterates were 13.1 percent of all people ten years of age and over. The illiterates were distributed as follows: Native white of native parentage, 104,637; native white of foreign parentage, 171; foreign born white, 474; negro, 133,674. There were only 190 white people in the public schools of this county are the State unable to speak English.

Of all native white people ten years of age and over 8.2 percent were illiterates. Only two States, New Mexico and Louisiana, had a higher

ratio of native white illiterates than North Carolina. The splendid filing and bookkeeping systems installed by County Superintendent Edgar E. Bundy in all the schools of the county are that controls the amount that can be spent. Even the class work and daily record of each pupil enrolled in all the schools of the county are kept and filed and ready for reference at any time, with everything touching any school, teacher or pupil.

Here are some instances. Figures given here are from the records and are accurate, but they are not complete yet because the school year is not yet ended and additions are still to be made.

For the white schools, the expenditures follow:

Salary of superintendent \$ 3,750.00  
Salary vocational teacher 624.00  
High school teachers 13,220.46  
Elementary school teachers 24,488.09

Total teaching and superintendence \$42,082.55

Total enrollment of white pupils, including 330 students in high school, approximately 1600. This is not yet tabulated.

The colored schools of the county deserve particular study. Expenditures for teaching and supervision are:

Supervisor \$ 360.00  
Vocation teacher Winfall high school 450.00  
Teachers' salaries including Hertford, Winfall and county 17,566.00  
Pupils enrolled, including 137 in high school, approximately 1750

It will be remembered that to the Slater Fund, a mysterious fund derived from the north which few of our people understood or ask about, together with the special help now being given by the department of education in North Carolina accounts for the apparently low salaries paid for supervisor and vocational teacher. The same sources, also, help to keep local expenditures for education of colored youth at a low figure.

It will also be noted that the enrollment of colored pupils exceeds that of white children in the county. This is not entirely due to the preponderance of colored population, but to the greater interest of illiterate Negroes to have their children educated, over the interest of illiterate white people.

Chairman T. S. White of the county school board in the conference with the board of county commissioners Monday afternoon, referred to the change in the colored race in this state in a few years. He said, for instance, quoting an authority, that formerly probably 90 per cent or more of the convicts in state prison were colored; now the white con-

victs largely predominate; in our local criminal court formerly the colored race furnished almost all cases for trial; now the ratio is almost reversed. "It does pay to educate the Negro," Mr. White concluded, and the remark was approved by those present.

Attention is called to these matters, incomplete as they are, that the thoughtful people of the county may begin giving thought to the school system and what it means to the coming citizenship of the county. With the indifference (not to call it opposition), of so many illiterate white people to the education, and the interest of the Negroes both literate and illiterate to give their children every educational advantage, it simply means that the colored race will in another generation or two outstrip the ignorant element among the white people and will deserve the supremacy they will win.

This leads to the conclusion that the meanest criminal in the county is the white man who wilfully deprives his children of an education. He commits a heinous crime against the child of his own blood and a treasonable crime against his community and country. And he will be the first crazy, yelling member of an ignorant mob that will organize to enforce "white supremacy" after he has done all he can to destroy that supremacy. That's why these figures and others to be published as they are available are important to be studied by present patrons of the public schools.

#### Georgia prog sing in Elimination - Illiteracy

Before the college heads of Georgia, in convention recently in Atlanta, Dr. M. A. Britain, president of Georgia School of Technology, addressing himself to the subject, "The Responsibility of Our Colleges for Illiteracy," said:

"Permit me to state that it is desirable to have the exact facts with regard to illiteracy because of frequent misstatements and exaggerations. Georgia is not at the bottom of the list of states with regard to either white or negro illiteracy in spite of statements to this effect. The combined figures for both races, according to the last census, show that Louisiana is listed as lowest with 21.9; South Carolina next, with 18.1; Mississippi, then with 17.2; Alabama is fourth with 16.1, and Georgia comes fifth with a total illiteracy of white and negro combined of 15.3 per cent. Separately, the white and black statistics are as follows:

STATE—White. Negro.  
Louisiana ..... 11.4% 38.5%  
North Carolina ..... 8.2% 24.5%  
Tennessee ..... 7.4% 24.4%  
Kentucky ..... 7.3% 21.0%  
South Carolina ..... 6.6% 29.3%  
Alabama ..... 6.4% 31.3%  
Virginia ..... 6.1% 28.5%  
Georgia ..... 5.5% 29.1%

"There are, therefore, three states with greater per cent of negro illiteracy, and the DeKalb, Perry and Pike inaugurated seven just mentioned with more of white than our own.

"Naturally, as a result of the civil war, our lowest period with regard to illiteracy and finance is marked by the census of 1870. The lessening of illiterates in Georgia by decades since that time is shown by the following table:

White. Negro.  
We had in 1870 ..... 27.4% 92.1%  
We had in 1880 ..... 23.0% 81.0%  
We had in 1890 ..... 16.0% 67.0%  
We had in 1900 ..... 11.9% 52.0%  
We had in 1910 ..... 7.0% 36.0%  
We had in 1920 ..... 5.5% 29.1%

"The figures above presented show no particular reason for self-congratulation, since others did as well, but they do show marked determination on the part of the people of this state to teach the illiterates and to improve the educational advantages of our people.

"Three years from now the government will again, through the census authorities, investigate this question in every state in the union. Every patriotic Georgian, proud of his commonwealth and willing to do his best for her interest should be active in every effort to remove this blot within these three years. It would be worth more than a million dollars for advertising purposes alone. The responsibility is upon our colleges in a large degree. We should give earnest consideration to this subject and cooperate with every effort for its solution. The campaign made, however, should center around the state department of education as leader, and the

Covington had the next highest enrollment, 365. The Alabama Federation of Women's Clubs assisted in financing Covington's schools and so this county had 20 schools, the greatest number in any one county. As this county has conducted a continuous war on illiteracy for a number of years, many of the pupils traveled some distance to continue an instruction which had removed them from total illiteracy to the elementary grades. Superintendent J. A. Keller is an enthusiastic promoter of opportunity schools for adults, it is announced.

Cleburne County had the third largest enrollment in its opportunity schools and the largest per cent of total enrollment in daily attendance of all the counties having schools for adults. Cleburne County boasts the only county illiteracy commission in the state, which commission was organized and kept functioning, it is stated, through the unselfish and tireless efforts of Miss Ella Perryman. Miss Perryman, with that cooperation of Supt. Vickers, it is announced, has quietly, but unceasingly worked to bring to Cleburne increased educational opportunities.

#### Influence Enlarged In Clay

Supt. Owen of Clay County, succeeded in enlarging the circle of influence of his schools for adults and so the enrollment in the schools continued to the close. Mountain School in September of this year, youth and age learned their "a b c's" out of the same book, with a youngster on either side of the old fellow. The oldest in enrollment and in number of cou-

school boy was aged 88. The average of the pupils in the schools for white people was 30.1 years. There was a were taught in the rural districts for total of 3,365 white people in the 1927 six weeks after the crops were "laid by." Some counties opened their opportunity schools for adults and of by. The county schools the first Monday in July, some 1,035 were from 16 to 30 years of age counties began their schools in Au-

Five hundred seventy-nine boys and girls from 16 to 20 learned to read during the past summer. This number does not include the illiterate children from 11 to 16 years of age who enrollment. Of those enrolled in the managed to get themselves admitted county schools, 50.4 per cent were un- to the schools for adults. These facts der 31 years of age and were classi- and figures were announced by the fied in the first, second and third State Department of Education, Sat- urday.

The increased appropriation granted Evening schools have been a feature by the legislature, it is stated, makes of Birmingham's modern and expanding

it possible for every county in the state to receive state aid for the elementary education of adults to the extent of \$600 and there is no doubt, it is declared, that practically every county in the state will make requisition on this fund.

Report of white opportunity schools for adults in counties having 8 to 20 schools:

County	En. Av. D. Attd. PC. Av. Ag.
Cullman	517 224.2 43.3 31
Covington	365 163 44.6 31
Cleburne	279 130.1 46.6 26.4
Clay	258 114.2 45.7 36.6
Jackson	214 90.5 42.2 28.8
Randolph	176 82.3 46.7 27.4
Morgan	171 80.2 46.9 28.2

Counties Having One School:

County	En. Av. D. Attd. PC. Av. Ag.
DeKalb	32 22.2 69.3 27.3
Pike	24 12 50 24
Calhoun	16 10 62.5 21
Total	2056

Average attendance for the counties ..... 868.9

Average age for the counties ..... 30.1

City Schools

City	En. Av. D. Attd. PC. Av. Ag.
Birmingham	1284 429 33.4 23
Mobile	29 8.2 28.2 36.7
Grand total	3365

Education-1927

General.

Libraries

## 76 Million in South Without Libraries

Four-fifths of the rural population of this country are without library service and 1,160 or 37% of all counties in the nation have no public libraries within their boundaries. Seven and one-half million colored people in the Southern States are without library facilities and seven states are without organized State library extension work. 1-29-27

These facts have recently been brought to light by the American Library Association.

Education - 1927 I.  
Libraries.

## FRED DOUGLASS' PEN IS GIVEN TO LIBRARY

NEW YORK.—The pen with which Frederick Douglass wrote his autobiography was presented last week by the National Association for the Advancement of Colored People to the 135th Street Branch of the New York public library.

The speakers were Robert W. Bagnall, N. A. A. C. P. director of branches; Robert H. Blackall, who gave the pen to the association, and Miss Ernestine Rose, branch librarian. James Weldon Johnson presided.

A group of spirituals was sung by Miss Roberta Bosley.

Mr. Bagnall spoke of Frederick Douglass, laying special stress on Douglass' many contributions toward the making of America what it is today.

In his presentation speech Mr. Blackall, who had known Frederick Douglass personally, gave details of his acquaintance with Douglass. It was Mr. Blackall's father who, as superintendent of the B. & O. S. W. Telegraph company at Rochester, overheard a message about an attempt to capture Douglass as a fugitive slave and got him over into Canada to avoid his being taken back South.

## Presents Pen of Frederick Douglass to Harlem Library

New York.—The pen with which Frederick Douglass wrote his autobiography was presented Thursday, by the N. A. A. C. P., to the 135th Street Branch of the New York Public Library.

### Douglass' Pen Presented to Harlem Library

The pen with which Frederick Douglass wrote his autobiography was presented Thursday night by the National Association for the Advancement of Colored People to the 135th Street Branch of the New York Public Library.

The speakers were: Robert W. Bagnall, N. A. A. C. P. director of branches; Robert H. Blackall, who gave the pen to the association, and Miss Ernestine Rose, branch librarian. James Weldon Johnson presided.

A group of spirituals was sung by Miss Roberta Bosley.

Mr. Bagnall spoke of the life of Frederick Douglass, laying special stress on Douglass' many contributions toward the making of America as it is today.

In his presentation speech, Mr. Blackall, who had known Frederick Douglass personally, gave details of his acquaintance with Douglass. It was Mr. Blackall's father who, as superintendent of the B. & O. S. W. Telegraph company at Rochester, overheard a message about an attempt to capture Douglass as a fugitive slave, and got him over into Canada to avoid his being taken back South.

In his presentation speech Mr. Blackall, who had known Frederick Douglass personally, gave details of his acquaintance with Douglass. It was Mr. Blackall's father who, as superintendent of the B. & O. S. W. Telegraph company at Rochester, overheard a message about an attempt to capture Douglass as a fugitive slave and got him into Canada to avoid his being taken back South.

## Presents Pen of Frederick Douglass to Harlem Library

New York.—The pen with which Frederick Douglass wrote his autobiography was presented Thursday, by the N. A. A. C. P., to the 135th Street Branch of the New York Public Library.

New York.

# MOST VALUABLE COLLECTION OF NEGRO WRITINGS

### Schomburg Collection Consisting Of 4000 Volumes Is Considered Priceless Set.

### PURCHASE MADE BY THE CARNEGIE CORPORATION

### Books Placed In N. Y. Library Where They Are Considered Most Complete Collection.

NEW YORK Mar. 2.—(Special release) The Schomburg collection of Negro literature and history has recently been acquired by the New York Public Library through a purchase made by the Carnegie Corporation. This collection, one of the largest and most complete of its kind, is housed in the 135th Street Branch by the Library, which for two years has served as a reference library for students of the Negro.

#### 4,000 Volumes In Collection

There are 4,000 volumes in the collection, many written by Negroes, and 1,000 pamphlets and manuscripts, besides 250 old prints and engraved portraits, some very rare.

African folklore and dialects and the history of African and West Indian Negroes are extensively covered in these books. Many of the volumes found in hand-tooled leather and printed on vellum, are fine examples of the early bookmakers' art, besides contributing source materials.

#### Works In Many Languages

Colonial possessions in Africa, S. America and the West Indies are dealt with in books of historical, anthropological and general interest. The languages of these early books include Latin, Spanish, French, German, Dutch, Portuguese and Arabic.

#### Noted Works Included

The noted Negro scholar and poet, James E. J. Capitein, who was born in Africa and educated in Holland, is represented by an elegy written in Latin and by a small volume of sermons in Dutch that were printed in Amsterdam in 1742. "A New History of Ethiopia," or "Des Kingdom of Abessinia," is dated 1682 and bears the subtitle, "Vulgarly, though erroneously called the Empire of Prester John."

Samuel Purchas's book, "Purchas: His Pilgrimage, or Relations of the World and the Religions Observed in All Ages and Races discovered from the Creation unto the Present. In four parts" is in the collection. The date of publication is 1613.

#### Illustrated Works Added

An illustrated edition of "Residence in Ashantee," by Joseph Dupuis, is enlivened with illustrations of creatures and scenes worthy the adventure. This volume is dated 1824. The other volume is the Koran in Arabic, while "A Book on Physical and Medical Climate and Meteorology of the West Coast of Africa, with valuable hints to Europeans for the preservation of health in the tropics," is a detailed picture of living conditions that the colonizer and traveler to that coast might expect.

3-4-27

#### Tells of Toussaint L'Ouverture

Toussaint L'Ouverture, liberator of Haiti, is represented in the collection by his original proclamation and address in which he struck for freedom. "An English History of Jamaica," published in London in 1774, and the "History of the Maroons at Sierra Leone," by R. C. Dallas (1803) contribute to the early history of the Negro.

Included, in manuscript form, are some of Paul Lawrence Dunbar's poems, sermons by Alexander Crummell and speeches by Frederick Douglass, abolitionist and editor, who was born in Maryland about 1817.

A rare first edition is that of "The Poems of Phyllis Wheatley," who was one of the first Negro poets in this country. She was bought when very young by the Wheatley family of Boston. Because of her marked ability, she was sent to England to be educated. While there she wrote her poems, which were brought out in England in 1773.

#### Give Interesting Accounts

Another early race poet represented is Jupiter Harmon, the slave-poet of Lloyds Neck, L. I. He was born about 1720. Worn copies of his poems, which consists of quatrains of dialogue between master and slave, are among the earliest American books in the collection.

The prints were gathered from all parts of the world and represent the habits and customs of Negroes in Guinea, the Congo, Abyssinia, Ashanti and the West Indies.

Pamphlets and manuscript material about the work of Northern Negroes in their effort to abolish slavery, from the early days of American colonization through the Civil War, contain much unpublished material. Other source manuscripts on slavery and the "underground railway" open additional fields of research.

#### Nucleus of Library

With the Schomburg collection as its nucleus, the 135th Street Library expects to build a complete collection of books about and by Negroes. The reference library thus far has served many purposes. College students working for advanced degrees, authors and editors are among those who have used its materials. History, sociology, anthropology, are subjects studied, as well as Negro art, poetry and music.

Arthur A. Schomburg, a Porto Rican and now a resident of New York, spent many years in assembling these books, pamphlets and pictures. He will serve as adviser to the library regarding the expansion and service of the Negro collection.

N. A. A. C. P. PRESENTS PEN  
OF FREDERICK DOUGLASS TO HARLEM LIBRARY

## Pen of Fred Douglas Given to Harlem Library

New York, April 1.—The pen with which Frederick Douglass wrote his autobiography was presented last night by the National Association for the Advancement of Colored People to the 135th Street Branch of the New York Public Library.

The speakers were: Robert W. Bagnall, N. A. A. C. P. Director of Branches; Robert H. Backall, who gave the pen to the National Association for the Advancement of Colored People, and Miss Ernestine Rose, Branch Librarian. James Weldon Johnson presided.

4-8-21  
A group of Spirituals was sung by Miss Roberta Bosley.

Mr. Bagnall spoke on the life of Frederick Douglass, laying special stress on Douglass' many contributions toward the making of America as it is today.

In his presentation speech Mr. Blackall, who had known Frederick Douglass personally, gave details of his acquaintance with Douglass. It was Mr. Blackall's father who, as superintendent of the B. & O. S. W. Telegraph Company at Rochester, overheard a message about an attempt to capture Douglass as a fugitive slave, and got him over into Canada to avoid his being taken back South.

## BOOKS ON NEGRO ACQUIRED BY UPTOWN BRANCH LIBRARY

### Schomburg Collection of 4,000 Volumes Deal With the Race in History and Literature

THE Schomburg collection of negro literature and history has recently been acquired by the New York Public Library through a purchase made by the Carnegie Corporation. This collection, one of the largest and most complete of its kind, is housed in the 135th Street Branch Library, which for two years has served as a reference library for students of the negro.

There are 4,000 volumes in the collection, many written by negroes, and 1,000 pamphlets and manuscripts, besides 250 old prints and engraved portraits, some very rare.

African folklore, art, dialects and the history of African and West Indian negroes are extensively covered. Many of the volumes, the subtitle, "Vulgarly, though erroneously called the Empire of Prester John."

printed on vellum, are fine examples of the early bookmakers' art, besides contributing source materials.

Colonial possessions in Africa, South America and the West Indies are dealt with in books of historical, anthropological and general interest. The languages of these early books include Latin, Spanish, French, German, Dutch, Portuguese and Arabic.

The noted negro scholar and poet, James E. J. Capitein, who was born in Africa and educated in Holland, is represented by an elegy written in Latin and by a small volume of sermons in Dutch that were printed in

Amsterdam in 1742. "A New History of Ethiopia," or "Des Kingdom of Abessinia," is dated 1682 and bears the subtitle, "Vulgarly, though erroneously called the Empire of Prester John."

Samuel Purchas's book, "Purchas: His Pilgrimage, or Relations of the World and the Religions Observed in All Ages and Places discovered from the Creation unto the Present, in four parts," is in the collection. The date of publication is 1613.

An illustrated edition of "Residence in Ashantee," by Joseph Dupuis, is enlivened with illustrations of creatures and scenes worthy the adventures of Marco Polo. This volume is dated 1824. The other volume is the Koran in Arabic, while "A Book on Physical and Medical Climate and Meterology of the West Coast of Africa, with valuable hints to Europeans for the preservation of health in the tropics," is a detailed picture of living conditions that the colonizer and traveler to that coast might expect.

Toussaint l'Ouverture, liberator of Haiti, is represented in the collection by his original proclamation and address in which he struck for freedom. "An English History of Jamaica," published in London in 1774, and the "History of the Maroons at Sierra Leone," by R. C. Dallas (1803) contribute to the early history of the negro.

Included, in manuscript form, are some of Paul Lawrence Dunbar's poems, sermons by Alexander Crummell and speeches by Frederick Douglass, abolitionist and editor, who was born in Maryland about 1817.

might have spent in happy recreation, after his regular day's work was done to pore over musty old volumes and trace down elusive and rare first editions is Arthur Alfonso Schomburg, 105 Kosciusko street, Brooklyn, N. Y. He was born in San Juan, Porto Rico, January 24, 1874, educated in private schools, Porto Rico Institute of Popular Education, St. Thomas (V. I.) College and studied English in the Central High school of New York. His native tongue is Spanish. He came to New York in 1891, lived for 15 years in Harlem, then moved to Brooklyn, where he now makes his home. For 20 years he has been head of the mailing department of the Bankers Trust Co., 10 Wall street, a position of great trust and responsibility, with 11 men under his direction. He handles a large part of the foreign correspondence of the bank, one of the largest in New York.

One of the most precious papers in Mr. Schomburg's possession is one on which this is written:

### THE TRUSTEES OF THE NEW YORK PUBLIC LIBRARY, ASTOR, LENOX AND TILDEN FOUNDATIONS

Extract from the minutes of a meeting of the Board of Trustees of the New York Public Library, Astor, Lenox and Tilden Foundations, held at the New York Public Library, on Wednesday, May 12, 1926.

RESOLVED. That the sum of

## Man Who Sold Famous Collection To New York Public Library Has Long Fought For Race History

### Says Need Is to Acquaint Youth With Their Own Past — Gladly Gave Time and Labor to Cause.

By FLOYD J. CALVIN  
Cov. 3-5-21

NEW YORK, Mar. 3.—It is a credit to the Negro race that a private citizen within the group could be found who had enough interest in the history of his people to, over a period of 30 years, collect more than 5,000 volumes, many of them very rare, pertaining to our past, which were deemed so important that the Carnegie Corporation of New York appropriated to the New York Public Library the sum of \$10,000 to purchase this collection, intact, gave it the name of the man who had spent his life bringing it together and deposited it in the building of the West 135th street branch in the Department of Negro History

and Literature, where all and sundry might come and learn many long-hidden, important and surprising facts concerning the record of darker peoples in all parts of the world.

That private citizen who had the faith, courage and love of his people so much at heart that he deprived himself of many hours which he

\$10,000 appropriated by the Carnegie Corporation of New York to the New York Public Library for the purchase of the collection of books, pamphlets, manuscripts and pictures relating to Negro life and literature, brought together by Mr. Arthur A. Schomburg, be accepted with the grateful appreciation of the Board of Trustees of the New York Public Library, and that the purchase of the collection from Mr. Schomburg be authorized, for the sum of \$10,000 and with the funds so received, and be it further

RESOLVED, That the collection so purchased shall be known as THE ARTHUR A. SCHOMBURG COLLECTION OF NEGRO LITERATURE AND ART; that it shall be kept as a separate reference collection, to which additions may be made from time to time; that the collection shall be deposited in such library of the New York Public Library system as shall seem advisable for the purpose of making the collection of the greatest use to the interested public; and that this collection shall form a part of the Reference Library belonging to the New York Public Library, and pending further directions as to its deposit shall remain for the time being in the building of the 135th street branch, and be it further

RESOLVED, That this Board of Trustees, desiring the advice and continued interest of Mr. Schomburg and of others who have been endeavoring to make this collection available for public use, hereby requests the following persons to serve on and to constitute an Advisory Committee of the Arthur A. Schomburg Collection, vacancies occurring at any time in such committee to be filled by the Board of Trustees upon the nomination of the surviving members of the committee:

Mr. L. Hollingsworth Wood, Mr. Arthur A. Schomburg, Mr. Henry G. Leach, Mrs. Charles S. Brown, Jr., Mr. Eugene Kinkle Jones.

How did Mr. Schomburg come to start collecting the books which were later to make him famous? Back in Porto Rico, before he came to America, there were literary clubs which were followed enthusiastically by the younger groups. Mr. Schomburg belonged to one of those clubs. One of the chief hobbies of the club to which Mr. Schomburg belonged was history. In Porto Rico, color prejudice is less strong than in America, and while all members of the club, colored and white, were social equals, still there was a tendency among the whites and near-whites to point with more pride to the achievements of their white ancestors, than the blacks seemed able to do of their ancestors.

Education - 1927 II.

Libraries.

Mr. Schomburg noted this and made it a point to study up on the achievements of black men so when his white associates began to tell of what history white Porto Ricans had made, he could talk equally as freely of the history black Porto Ricans had made. There finally developed a kind of historic rivalry between the club members, and Mr. Schomburg finally found his researches extending to the Virgin Islands, Haiti, San Domingo, Cuba and other islands in the Caribbean. Later, when he came to America, he began to seriously follow his hobby, and finally began to systematically collect books on the Negro from all over the world. His name became well known to book dealers all over Europe, and when they happened to find a volume in which they thought he might be interested, they would write him, and if he wanted it, he would send the money and they would send the book. In this way he secured many rare works in different parts of Europe.

In the collection are manuscripts of the Koran written by a Nubian of the interior; military orders in the handwriting of Toussaint L'Ouverture; "Religious Beliefs" and "Nursery Tales" of the Zulu, written in Zulu; manuscripts of Alexander Crummel and Paul Laurence Dunbar; many foreign books in Latin, Spanish, French, German, Portuguese, Dutch and Arabic. Among some of the rare foreign books are volumes by James E. J. Capitein, the noted Latin scholar and poet, born in Africa and educated in Holland. He wrote an elegy in Latin and a small volume of sermons in Dutch printed in Amsterdam in 1742.

In his "Racial Integrity: A Plea for the Establishment of a Chair of Negro History in our Schools and Colleges," written by Mr. Schomburg while secretary of the Negro Society for Historical Research, he says: "I have a sincere desire to awaken the sensibilities, to kindle the dormant fibres in the soul, and fire the racial patriotism by the study of the Negro books... We have reached the crucial period of our educational existence. We have chairs of almost everything, and believe we lack nothing, but we sadly need a chair of Negro history. The white institutions have their chairs of history; it is the history of their people, and when the Negro is mentioned in the text books it dwindles down to a foot-note. The white scholar's mind and heart is fired, because in the temple of learning he is told how on the fifth of March, 1770, the Americans were able to beat the English; but to find Crispus Attucks it is necessary to go deep into special books. In the orations de-

New York.

livered at Bunker Hill, Daniel Webster never mentioned the Negroes having done anything, and is silent about Peter Salem. In the account of the battle of Long Island City and around New York under Major-General Nathaniel Greene, no mention is made of the 800 Negro soldiers who periled their lives in the Revolutionary war. Cases can be shown right and left of the palpable omissions. Weiss in his life of Theodore Parker publishes a letter from Parker to historian Bancroft telling him 'here is what I get about Africans at the battle of Bunker Hill; fighting in it, I mean; my friend William C. Nell, a colored man of this city, helped me to the facts. He has written quite a valuable book on 'The Colored Patriots of the Revolution,' Boston, 1855. When you publish your volume I wish you would send Nell a copy. Negroes get few honors.'

Mr. Schomburg is a 33d degree Mason, president of the American Negro Academy, and has written numerous pamphlets and tracts on Negro history. It is known Fisk University was trying to get his collection, as well as an American who is doing educational work in Africa wanted to take it to Africa, but Mr. Schomburg personally preferred to see the collection permanently in Harlem. Although the bulk of his books are included in the collection now in the Public Library, he still has about 500 volumes at his home dealing with philosophy and fine arts. He is still a collector at heart and plans in 1928 to take a trip to South America to collect rare manuscripts of music by Negro composers. He is something of a musician himself, having studied music two years in Porto Rico. Last summer he took a trip to Spain, France, Germany and Belgium, collecting rare books of Negro history which he gratuitously presented to the Library to be added to his collection. Although he paid his own expenses on the trip, the Bankers Trust Company gave him the entire trip as a vacation with full pay.

Commenting on the \$10,000 he received for his collection, Mr. Schomburg said: "That sum is hardly what the books cost me. Some of those books are actually priceless, and cost a great deal of money. Others, not so rare, cost less. But the whole amount hardly gives me back the money I spent to get them. My time, labor, etc.,

## Education - 1927

## Libraries

Open Three Libraries  
in North Carolina

RALEIGH, N. C. Feb. 3. The opening of three Negro libraries is announced in the quarterly bulletin of the North Carolina Library Commission, just off the press.

One of the libraries will be at Henderson, one at Winston-Salem, and the third at Asheville.

SUN

# EXHIBIT SHOWS NEGRO ADVANCE **CAROLINIAN**

## Unusual Display at Duke University Library Shows High Standing of N. C. C. N.

Showing the progress made in negro education in North Carolina, an unusually complete picture and card display has been on exhibition in the library of Duke university this week under the direction of the department of education.

The exhibit, prepared by the division of negro education in the state department of education under the direction of M. C. Newbold, a Duke alumnus, was placed at the Sesqui-centennial exposition in Philadelphia last year and drew wide admiration, described by man as being the best exhibit in the education building.

Purpose of the exhibit is to show the progress of negro education in this state, and to present the problems which have been solved and are to be solved. A part of the exhibit is devoted to a description of the leaders, work, plant, and students of North Carolina College for Negroes.

# \$1,000 LEFT TO COLORED LIBRARY

**Asks That Bequest Be Used  
To Purchase Books  
For Children**

North Carolina.

Greensboro, N. C., June 1—Besides spot donated to the city by Bennett the big donations white citizens of college. Today is is considered the this town have made toward the col- best library in the state. It has more ored hospital fund, \$1,000 has been than 3,000 volumes and an average of received by the Carnegie Negro Li- 1,000 borrowers annually.

brary Association from the estate of the late Judge W. P. Bynum to be used for the purchase of books for children. Judge Bynum many times expressed a wish that the Negro children of Greensboro be supplied with good books, and his will included a fund for that purpose. *5-4-27*

The Carnegie Negro Library was established here about two years ago on a site donated by Bennett College. Today it has more than 3,000 volume and is considered one of the best Negro public libraries in the South.

During the past year Mrs. D. Sternberger donated \$500 to the library. This was expended for new books under the supervision of Dr. W. C. Jackson, of North Carolina College. Mrs. S. P. Sebastian is in charge of the institution and under her direction the work has grown remarkably.

# THE WORK HAS GROWN REMARKABLY **CAROLINIAN**

During the past year Mrs. E. Sternberger donated \$500 to the library. This was expended for new books under the supervision of Dr. W. C. Jackson of North Carolina college. Mrs. S. P. Sebastian is in charge of the library and under her direction the work has grown remarkably.

Of the total number of readers being served by the library, a large majority are young people. No more than 25 grown people patronize the library regularly, but the children are taking an increased interest in reading.

aking an increased interest in reading every season, the librarian reports. The collection of books has been carefully chosen for a variety of tastes.

# GIVES SUM TO HELP LIBRARY

## Provides Means for Youth to Read

Greensboro, N. C.—A check for \$1,000 from the estate of the late Judge W. F. Bynum has been received by the Carnegie Library association here and will be used to purchase books for our children, it was announced recently. Judge Bynum many times expressed a wish that the children of Greensboro be supplied with good books and his will included a fund for that purpose.

The check was received several days ago by the ~~head~~ librarian of the Carnegie library, which is located at the corner of E. Washington and S. Macon Sts. The library is supported by the city of Greensboro and the \$1,000 received from Judge Bynum's estate will go into the general library fund to be expended from time to time for books for children.

The Carnegie library was established about two years ago on a

Education-1927

Oklahoma.

Libraries.

**EAGLE**  
WICHITA, KANS.

**JUL 20 1927**

There are now 52 public libraries in Oklahoma, a recent survey shows, along with 7 negro libraries, 50 club libraries, 24 state school libraries, 14 state institutional libraries, and 11 denominational school libraries. And that ought to be enough books to give one to each person of the state and make it unnecessary to buy more, for everyone will already have a book.

Education - 1927

Tennessee

## Libraries

**BANNER**  
NASHVILLE, TENN

Oct 16 1927

# LIBRARY PLANS DEVELOPMENT

Redecoration Needed to  
Counteract Dirt Nuisance,  
H. F. Brigham Says.

## TO ENLARGE BOOK STOCK

Appointment of Several New  
Aides Contemplated to  
Improve Contact With  
Reading Public.

## BETTER NEGRO SERVICE

Plans for improvement of the Carnegie library and the broadening of its service to the reading public have been outlined by Harold F. Brigham, who has been in charge of the institution since Oct. 1. These plans contemplate the redecoration of the building, additions to the book stock, and the naming of several aides. It has been deemed advisable to discontinue the six-months' apprentice course at the library, at least temporarily, with the view of re-estab-

Recently added to staff of Carnegie library.

lishing a more effective means of training later.

Librarian Brigham has incorporated the following ideas in his report as the result of his survey of library needs:

The main library and four branches have been judged adequate as far as probably in the early spring. In space is concerned to provide for the absence of its own training course, extended service contemplated. The library is adding to its staff local arrangements and repairs within the training elsewhere. In addition the buildings, is redecoration. Nashville's library is encouraging its present staff to take courses in the local colleges.

dirt nuisance, caused chiefly by

smoke problem in the business dis-

trict where the main library is lo-

cated, has caused a very serious prob-

lem in the matter of keeping build-

ings and books clean and attractive.

It is hoped that present plans for

extensive redecorating in all the

library buildings may be made finan-

cially possible by next year's appro-

priation. A library, in order to appeal

to people in general, is naturally ex-

pected to be clean and attractive,

and all effort will be directed to

making the main library and its branches

places where the most particular peo-

ple may wish to come for reading and

study purposes.

### BOOK STOCK EXCELLENT.

The chief purpose of public libraries naturally to supply books and other reading matter that will be useful and otherwise suitable to a local community. The present book stock of the library is admittedly excellent in many departments, more notably perhaps in Tennessee history and the fine arts. The Carnegie library also has one of the outstanding Nashville newspaper collections in existence. It is the present policy of the library to develop its strong collections and to build up the weak.

This whole work of developing book collections of the library presupposes general rehabilitation of the present book stock, which will entail a generous weeding out of useless material and replacing of worn-out material. The Carnegie library also sets itself a determined policy to keep up with important new books as published, and in as generous supply, for branches as well as the main library, as the money available will allow.

With good building and equipment, and with good books, a library is still nothing without a staff qualified to direct and develop book service. Librarians, from the nature of their work, may justly be expected to have the highest type of background and the broadest education, and to represent the higher things of life, perhaps chiefly those of educational significance. The library is an educational institution first of all. A public library may well be thought of as the perpetual supplement of formal education, for the continual process of education is, after all, based largely on reading, and reading in these days of varied interests, can be of maximum value only when it is well directed. This is where the librarian plays his role, that is, in suggesting and advising, and in providing the right sort of material for people to make their selections from.

With all this in mind, it is the policy of the library to develop a staff thoroughly qualified to do its important work. The library is very fortunate in possessing a staff of unusually high quality to begin with. The present staff not only is eminently capable throughout, but this ability has been enriched by many years of useful, productive and loyal service in the institution of their choice.

### DEVELOPMENT OF STAFF.

In the present process of staff re-organization it has been found necessary to discontinue, temporarily at least, the regular six-months' apprenticeship course of the library, with the view of re-establishing a much more effective means of training later, providing instruction in the use of

the library, with the developing reference service to meet the needs:

The main library and four branches have been judged adequate as far as probably in the early spring. In view of re-establishing a much more effective means of training later, providing instruction in the use of the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs:

the library, with the developing reference service to meet the needs: